

INTERAGENCY FOREIGN SERVICE NATIONAL EMPLOYEE POSITION DESCRIPTION

Prepare according to instructions given in Foreign Service National Handbook, Chapter 4 (3 FAH-2)

1. POST

KAMPALA

2. AGENCY

USAID

3a. POSITION NO.

65727308B

3b. SUBJECT TO IDENTICAL POSITIONS?

☐

Yes

☒

No

Agencies may show the number of such positions authorized and/or established:

4. REASON FOR SUBMISSION

☒ a. Reclassification of duties: This position replaces

Position No.: 65727308B Title: Proj. Mgmt. Spec. (Education) Series: 4005 Grade: FSN-11

☐ b. New Position

☒ c. Other (explain):

5. CLASSIFICATION ACTION	Position Title and Series Code	Grade	Initials	Date (mm-dd-yy)
a. Post Classification Authority:	Proj. Mgmt. Specialist (Reading), FSN-4005			
b. Other:				
c. Proposed by Initiating Office:	Proj. Mgmt. Specialist (Reading, FSN-4005	FSN-12		

6. POST TITLE POSITION (if different from official title)	7. NAME OF EMPLOYEE
Basic Education Reading Specialist	Vacant
8. OFFICE/SECTION: EYCD	a. First Subdivision:
b. Second Subdivision:	c. Third Subdivision:

APPROVALS AND SIGNATURES SECTION			
9. This is a complete and accurate description of the duties and responsibilities of my position.		10. This is a complete and accurate description of the duties and responsibilities of this position.	
Typed Name and Signature of EMPLOYEE	Date (mm-dd-yy)	Typed Name and Signature of SUPERVISOR	Date (mm-dd-yy)
11. This is a complete and accurate description of the duties and responsibilities of this position. There is a valid management need for this position.		12. I have satisfied myself that this is an accurate description of this position, and I certify that it has been classified in accordance with appropriate 3 FAH-2 standards.	
Typed Name and Signature of SECTION CHIEF or AGENCY HEAD	Date (mm-dd-yy)	Typed Name and Signature of Executive Officer	Date (mm-dd-yy)

13. BASIC FUNCTION OF POSITION

This position is for a FSN professional to advance USAID/Uganda early grade reading goals, as a Basic Education Reading Specialist.

The incumbent is a member of the Education, Youth, and Child Development Office (EYCD) and shares responsibilities with other team members in achieving the overall goals of USAID/Uganda's CDCS. Specifically, the incumbent spends a major portion of time on activities related to the quality delivery of basic education reading services at the national level, and as a technical specialist in early grade reading for the Mission. The incumbent works closely with the Education Development Officer, and is expected to be the lead in providing early grade reading input and guidance to EYCD, the Mission, and the Ministry of Education. The incumbent will have a leadership role in program management of the Mission's early grade reading and related awards, providing appropriate oversight, robust responses to CLA, and overall direction for the overall early grade reading efforts of the Uganda Mission.

The position requires significant programmatic and technical knowledge and a thorough knowledge of reading acquisition and measurement best practices as well as major Ugandan reading education policy. The incumbent works closely with other education, youth/workforce development, and OVC team members to strategically adapt USAID/Uganda's reading efforts to the goals of the new Country Development Coordination Strategy. An estimate of the time the incumbent should devote to each area is indicated in Section 14.

14. MAJOR DUTIES AND RESPONSIBILITIES**% OF TIME****1. EYCD Program Management and Oversight****50%**

The incumbent has principal responsibility for strategically managing activities to improve national level systems and policies in the Education sector under the EYCD with a specialized focus on early grade reading. The position requires substantial programmatic and technical knowledge regarding the major educational policies that address early grade reading. The activities include:

- AOR/COR/Activity Manager for performance and impact evaluations (P&IE) of large education reading programs with emphasis on Early Grade Reading Assessment (EGRA).
- The job holder is required to lead in adapting the Mission's early grade reading efforts in response to Collaboration, Learning, and Adaptation (CLA) assessments and independent performance and impact evaluations at both the program level and in collaboration with USAID, Ministry, donors, and other stakeholders.
- AOR/COR/Activity Manager (or alternate) for the School Health and Reading Program and/or the Literacy Achievement and Retention Activity, and/or other related programs as assigned, with an emphasis on achieving early grade reading results and leading the strategic adaptation of USAID/Uganda's reading efforts with the new CDCS. Activity management will be guided by designation letter from the Contracting Officer, including financial and pipeline analysis, tracking of deliverables and results, technical expertise to resolve challenges in improving early grade reading results, and general knowledge of Uganda specific issues such as violence in schools, adolescent pregnancies, child marriages, etc.
- AOR/COR or Activity Manager of Basic Education Reading Programs currently in the initial design phase.
- Contribute to overall EYCD Office management of items such as the Mission Operations Plan, PPR reporting, development of office-wide documents such as a PMP, portfolio reviews.

2. Technical Knowledge**50%**

The incumbent serves as a basic education reading technical specialist and shares responsibility with the Education Development Officer in representing EYCD on various external education committees and with internal USAID stakeholders. S/he will ensure EYCD/USAID's views and goals regarding early grade reading are well articulated during various internal and external education fora, including the Education Development Partners, Education Sector Consultative Committee, Education Sector Review, the Basic Education Working Group, other MOESTS working groups, CDCS 2.0 integration working groups, and others as assigned including as high as the Permanent Secretary and State Minister for Primary Education levels.

The incumbent is expected to frequently and articulately promote early grade reading as the essential starting point for a literate population in support of the U.S. Government's early grade reading strategy. Literacy is an essential prerequisite supporting the U.S. Government's strategic goals in health (including HIV/AIDs), democratic governance, and economic growth.

A demonstrated strong knowledge of early grade reading pedagogy including instruction in local languages with a later transition to English as a model of teaching early grade reading is required.

A strong hands-on knowledge of the specific Early Grade Reading Assessment (EGRA) tool and its place in monitoring and impact evaluation is preferred.

A strong technical knowledge of general early grade reading assessment is required.

15. QUALIFICATIONS REQUIRED FOR EFFECTIVE PERFORMANCE

- a. **Education:** A master's degree in literacy, early grade reading, or another clearly relevant education subject is required. Doctorate is preferred.
- b. **Prior Work Experience:** At least 15 years of progressively responsible professional experience working in the education sector, five years of which must have been in early grade reading is required. If with a doctorate; 10 years' experience is acceptable. Significant involvement with primary education systems reform programs and major program implementation experience in multiple districts is preferred. Early primary classroom experience teaching reading is advantageous.
- c. **Post Entry Training:** On-the-job training in USAID administrative and office procedures, program and project implementation, and procurement over the first six months on the job.
- d. **Language Proficiency** (List both English and host country language(s) proficiency requirements by level (II, III) and specialization (sp/read): Excellent command of written and spoken English, Level IV (fluent).
- e. **Job Knowledge:** Strong background in current status of early grade reading pedagogy and achievement in Uganda is required. Grounding in the historical development of education in Uganda; personal knowledge of typical conditions in primary schools; familiarity with the Ministry of Education, Science, Technology and Sports (MoESTS) and its affiliated institutions (the Uganda National Examinations Board, National Curriculum Development Center, etc.); well-grounded in knowledge of Ugandan basic education systems (i.e.: curriculum design, teacher training, classroom effectiveness, educational management, literacy development and testing and evaluation, etc.); comprehensive understanding of factors that interact to impede learning, especially reading at the early primary level is required. Substantive knowledge of quantitative and qualitative methods for measuring early grade reading skills preferred. A strong technical knowledge of general early grade reading assessment is required.
- f. **Skills and Abilities:** Excellent writing and interpersonal communication skills; ability to form positive and productive working relationship at all levels; ability to use word-processing and spreadsheets programs. Ability to obtain, analyze and evaluate complex data and to prepare precise and accurate factual and analytical reports. Ability and willingness for limited travel within Uganda.

16. POSITION ELEMENTS

- a. **Supervision Received:** Supervised by USDH Education Officer. The PMS (Reading) will apply a highly-technical body of knowledge about early grade reading pedagogy and assessment with minimal supervision.
- b. **Supervision Exercised:** None. However, s/he has oversight responsibilities over the entire Basic Reading portfolio – a 104 Million Dollar over five years with another 20 Million Dollar in design stage to ensure the effective steering of this large portfolio.
- c. **Available Guidelines:** USAID/Mission policy handbooks, and the Automated Directive Systems (ADS), Mission Orders, relevant sections of Filing and Records Maintenance Manuals, Secretarial Handbook, supervisor instructions and knowledge of the supervisor's preferences. The CDCS will require nuanced knowledge of how literacy impacts development objectives, and the ability to create cross-office joint initiatives that support the overall Mission strategy.
- d. **Exercise of Judgment:** The complex nature of the education program, the need to work closely with higher-level officials, and position's advisory role require an individual with the ability to assess situations and people, identify and prioritize issues, and render sound advice and take appropriate action. Must be able to exercise sound judgment in carrying out activity manager responsibilities. Understanding of political complexities and USG goals for Uganda. Good judgement about how to represent the USG at high-level meetings required.

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- e. **Authority to Make Commitments:** The PMS (Reading) will have no authority to make commitments on behalf of the USG. However, the incumbent must recognize the level of response required and takes action when appropriate. S/he is fully authorized to establish priorities in the performance of her/his duties and responsibilities.
- f. **Nature, Level, and Purpose of Contacts:** Must be able to develop and maintain an extensive range of high-level contacts (at the level of Minister of State, Permanent Secretary, Commissioners, high-level donor representatives, and managing directors) in government, donor and private sector circles in order to investigate, report on, and provide influential input on policy, assessment, collaboration and activities in education, especially regarding early grade reading pedagogy.
- g. **Time Expected to Reach Full Performance Level:** 52 weeks; 40 hours/5 days per week.